Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name:\_\_\_Jim Gent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age/Grade Level\_\_\_\_3rd\_\_\_\_\_\_\_

Subject Area(s)\_\_\_Elementary Music\_\_\_ Unit Title\_\_\_\_\_Vocal Harmony\_\_

Lesson Title\_\_\_\_\_Vocal Harmony\_\_\_\_\_ Estimated Time\_\_\_\_\_\_45 min\_\_\_

**Purpose/Rationale for lesson:** This lesson will provide introduction and practice of varied melodic harmony components. Develop singing skills and increase vocabulary of relevant skills. This acts as lesson two of unit.

**Curriculum Framing Questions:**

**Essential Question**: How and why should we collaborate musically with others?

**Unit Question that applies to this lesson**: How is harmony performed?

**Lesson or Content Question(s):**

* What is the difference between consonance and dissonance?
* How do we perform music with layered parts?

**Goal:** Develop a basic understanding of the components of harmony and the skills to perform harmony.

**Learning Objective(s):** CLEARLY WRITTEN

Students will:

* Sing songs in 2-part harmony
* Differentiate “call and response” from harmony
* Compare and contrast chord qualities
* Improvise and Notate (Compose) a harmony part to a known melody

**Curriculum Standard(s):**

* Sing alone or together
* Improvise/Compose music
* Reading and notating music
* Evaluate music and music performances

**Materials Needed:**

* Projected copy of *All things Shall Perish* (Lyrics or Master Copy\*)
* Projected copy of *Good Night, Stars our Light*
* Projected Copy of *Charlie over the Ocean*
* Markers for white board or smart board access
* Empty rhythm Matrix (White Board drawing)

\*Master Copies are notations of rhythm with solfege symbols and lyrics. These allow for varied keys and easier reading for beginners.

**Background knowledge or skills students need prior to lesson:**

* Matching Pitch
* Differentiate Rhythm from Beat
* Solfege Syllables
* Prior knowledge of *All things Shall perish*
* Prior Knowledge of *Charlie over the Ocean*

**Hook or Introduction (7-10 Minutes)** Students enter classroom while recording of known song (*All things shall perish*) plays as round. Students have only sung in Unison. Brainstorm to differentiate how it was this different from when students sang it? Perform to compare. Once successful in unison, attempt as a round.

**Procedures:**

**Step 1. (7-10 Minutes)**

Next, project *Charlie over the Ocean* onto white board or smart board. Students sing on words. Students play accompanying "Duck, Duck, Goose" game. Ask students to brainstorm how this song was different from the last. Answer: Groups sing at different times instead of together (Differentiate "Call and Response" from Harmony).

**Step 2. (5-7 Minutes)**

Display or draw a rhythm matrix on the white board. Ask students to provide ideas using known rhythm patterns to complete the matrix. Fill in the matrix accordingly. Divide students into 4 groups to perform in style of a round, starting each group from the beginning as the previous group reaches the next row. Repeat the activity, starting at the opposite end of the rhythm matrix.

**Step 3. (7-10 Minutes)**

With projected solfege of *Charlie Over the Ocean*, have students sing from **Stationary** positions. While they sing the melody, harmonize up M3. Ask students to brainstorm what the teacher was doing differently. Dictate solfege and have students sing. (Acknowledge if students point out correctly that it is the same, but higher). Combine the two by having the majority of the class sing the melody on solfege while 5 volunteers plus teacher sing the new harmony part. Ask what happens if harmony starts on a different pitch. Allow students to pick another starting pitch. Change harmony solfege accordingly. Sing again. Ask students to brainstorm the differences (consonance and dissonance) Higher order thinking Be sure to include the answer you want students to give for the difference between consonance and dissonance

**Differentiation/Accommodation**

* TAG: Allow additional improvised harmony opportunities. Lead sections during rounds.
* ADHD: Incorporate Rhythm and Beat movements with singing (patching, clapping)
* Students with SLD (reading/writing): Speak all words, especially of unknown songs. Explain or Define difficult lyrics and terms.

**Attention to Literacy:**

Review Vocabulary from Previous Lesson: Consonance, Dissonance

New Vocabulary: Round, Drone I did not see these words taught in the procedures

**Closure: (5-7 Minutes)**

Teach by rote: *Good Night, Stars our Light*. Project onto white-board once successfully sung in unison. If time, sing as a round. Since I don’t know this song briefly explain how it relates to the lesson objectives

**Assessment and Evaluation of Student Learning:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 | 2 | 1 |
| Ability to stay in tune on assigned parts | Independently maintained own part, in tune | With minor help and instruction maintained assigned part. | Struggled/Failed to sing assigned part |
| Provide Answers and Example | Able to provide immediate, correct feedback | Able to provide feedback after answers have been suggested by peers | Unable to provide answers to questions |